



Inspiring Futures  
Through Learning



# Chestnuts Primary School

'Encourage, Enable, Empower'

## Chestnuts Primary School Relationships and Behaviour Policy Nov 23 to Sept 24

*At Inspiring Futures through Learning, we are driven by our pursuit of excellence every day. We have high expectations of learning, behaviour and respect for every member of our community. We create independent, articulate thinkers and learners who have confidence in, not only their individual ambitions, but also those of the Academy and The Trust as a whole. We have collaboration at the heart of everything we do and our vision is to nurture exciting, innovative, outstanding Academies who embrace change and provide a world-class education for all it serves.*

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### **Publication on website:**

#### School website

- A Statutory publication
- B Good practice
- C Not required

## Contents

Page 3	Introduction Purpose Aim Sources and references
Page 4	Procedures and practice
Page 5	
Page 6	
Page 7	Rewards Break and lunchtime behaviour Lunch supervisor's recognition Behaviour Ambassadors
Page 8	Sanctions Behaviour review and monitoring
Page 9	Alternative provisions in house Alternative provision external Fixed term suspensions and permanent exclusion Positive handling
Page 10	Assault against staff
Page 11	Governing body Appendix 1 - house point rewards
Page 12	Appendix 2 - sanctions
Page 13	Appendix 3 - general rewards
Page 14	Appendix 4 onwards - behaviour meeting notes
Page 15	Appendix 5 - behaviour plan
Page 16	
Page 17	
Page 18	Appendix 6 - class RAG timetable
Page 19	Appendix 7 - break/lunch RAG timetable
Page 20	Appendix 8 - class/break/lunch RAG timetable
Page 21	Appendix 9 - student behaviour agreement
Page 22	Appendix 10 - assault against staff form

# Relationships and Behaviour Policy

## **Introduction**

Chestnuts Primary School believes that all children have the right to an outstanding education unhindered by poor behaviour. We also believe that all children and staff have the right to feel and be safe. To achieve this, we all have a role in teaching the children in our care to self-regulate, be good citizens, to make good choices, to behave appropriately, restore relationships and to have respect for others and the environment in which we live and work.

## **Purpose**

The purpose of this policy is to explain our practice in relation to encouraging positive behaviour as well as reducing and managing negative behaviour.

## **Aim**

Our work to encourage children to make positive choices will enable them to access all learning opportunities and empower them to become successful and responsible citizens.

## **Sources and References**

This policy is based on guidance and advice from the Department for Education:

- Behaviour and discipline schools
- The Equality Act 2010
- Special needs and disability (SEND) Code of Practice

In addition, this policy is based on:

- Section 175 of the Education Act 2002, which outlines a school's duty to safeguard and promote the welfare of its children
- Sections 88-94 of the Education and Inspections Act 2006, which requires schools to regulate children's behaviour and publish a behaviour policy
- DFE guidance explaining that maintained schools and academies should publish their behaviour policy online

Please also refer to the IFtL Responsible Citizens and Behaviour Core Values.

## Procedures and Practice

### Expectations

The school believes that an appropriately structured curriculum and effective learning strategies contribute to 'good' behaviour. Thorough planning for the needs of all pupils, active involvement of pupils in their own learning and structured feedback, all help to avoid the disaffection which can lie at the root of poor behaviour choices.

The consistent example and high expectations set by all parents and staff is key to outstanding behaviour. Therefore, whilst the following expectations apply directly to children, it is clear that, as adults, we should be setting the example for them to follow.

Where members of our community treat others courteously, respect their ideas and views, value their individuality and listen to what they have to say, children will learn by example and are much more likely to respect adults and behave sensibly and considerately themselves. It is recognised that the key to a successful relationship is that all parties feel that they have been listened to and understand the reasons why a decision has been made and that once relationships have been restored, a fresh start will be given. In all our decisions we adhere to the following restorative steps and where necessary, [will](#) host a restorative conversation:

- Engage – all people involved are listened to and their thoughts and comments are reflected upon. The effect of people's words or actions on others is discussed.
- Explain – when a decision is reached, it will be explained so that all understand the rationale behind the decision.
- Restore – Once the sanction has been carried out; all relationships must be restored. This includes between children involved and between staff and children.

**All staff** are expected to deal with inappropriate behaviour as it occurs following the above steps. When a restorative conversation is held where the people involved sit down together, the views of the victim must be sought first to inform how they would like to proceed: talk alone with an adult, talk alone and have their views shared on their behalf by the adult or talk within the group. It may also be necessary to check back in with a pupil or group after a period of time [following after](#) the incident.

### Rules and The Chestnuts Way

We use the Chestnuts Way as a basis for our behaviour management:

- Challenge Yourself – we work hard
- Choose Your Attitude – we show respect (to ourselves, others and our environment)
- Make Someone's Day – we care
- Have fun!

## Trackit Lights

Trackit Lights is the behaviour tracking system used throughout Chestnuts. The system is an engaging and motivational behaviour management tool bar for children which allows staff to quickly log positive and negative behaviour at any point in the school day. With an emphasis on recognising positive behaviour, Trackit Lights provides instant, visual praise to pupils as well as a clear, specific warning linked to a behaviour being displayed to encourage children to make the right choice. Staff aim to display warnings for the minimum amount of time necessary; however, reasonable adjustments are to be made for pupils who do not respond well to public displays so that alternative methods can be used.

### Green behaviour logged

- For every positive behaviour logged, 1 house point is awarded and displayed next to the pupil's name
- House points are reset at the end of the day
- On time = 1 Trackit
- Homework handed in on time = 2 Trackits for each
- Key focus on the Chestnuts Way and Growth Mindset (1 Trackit each)
- Super Star Award = 2 Trackits
- Examples of other positive behaviour: contributing, collaboration, on task, presentation, self-regulation

### Orange behaviour logged

- No deduction of house points
- A verbal warning and take up time will be given first
- When a second warning is needed, the behaviour is logged as orange making the current behaviour choice clear to the pupil
- The pupil's name will turn orange as a visual warning
- Pupils should be on orange for the shortest amount of time possible. As soon as the behaviour choice is rectified, a green behaviour can be logged which will remove the orange colour. This will make the positive behaviour choice clear to the pupil.
- Examples of orange behaviour: not following instructions, talking, not on task, disrespectful/silly, negative attitude, distracting others, refusal

### Yellow behaviour logged

- No deduction of house points
- If the orange behaviour continues or other further negative behaviour is displayed, then a yellow Trackit will be logged as the pupil's final warning making the behaviour choice clear to the pupil
- The pupil's name will turn yellow as a visual warning
- Pupils should be on yellow for the shortest amount of time possible. As soon as the behaviour choice is rectified, a green behaviour can be logged which will change the yellow colour to orange. This will make the positive behaviour choice clear to the pupil and encourage them to continue in order to remove the orange colour too.
- Examples of yellow behaviour: the same as orange behaviour above

### Red behaviour logged

- No deduction of house points
- If the yellow Trackit behaviour continues or an extreme behaviour is displayed, then a red incident will be logged making the behaviour choice clear to the pupil which generates an incident form to log additional details regarding the incident
- The pupil's name will turn red as a visual warning
- Parents/carers will be told about all red behaviour incidents logged
- Pupils can still work their way back up through the colours (yellow, orange, green) by displaying and logging green behaviour
- All incident forms show a chronological timeline of events logged leading up to the red behaviour and can be accessed multiple times to include additional comments (restorative conversation, parent/carer informed, work sent home, etc.)
- When a red behaviour is logged, a restorative conversation must take place between all parties involved
- Each week, all pupils who receive a red Trackit will reflect on their behaviour choices with a member of the Leadership Team by participating on a restorative conversation.

### Key red behaviour

If one of the following red behaviours are logged, this will result in the child being removed from class/their area by a member of the Leadership team:

- Leaving the room without permission
- Physical assault against a child or adult, including spitting
- Respect for property (throwing, breaking, kicking, overturning)
- Inappropriate language (swearing, racist, homophobic)
- Intimidation and threats
- Red negative behaviour logged 3 times in a week

In order to keep children and adults safe as well as set an expectation that these behaviours are unacceptable at Chestnuts, the rest of the class will be praised for their positive behaviour choices.

De-escalation may need to take place in order to calm a child so that a productive restorative conversation can take place. The child will then complete their set class work independently for an agreed amount of time.

### Data analysis

- Specific red behaviour logged automatically alerts the Head, Deputy and Assistant Head so that they can provide immediate support where necessary
- Trackit Light data will be shared with parents/carers at parent's evening
- Data will be analysed each half term to inform support that can be put in place

## **Rewards**

Our emphasis is on rewarding good behaviour and actions rather than sanctions to emphasise failures. At Chestnuts, we use a range of rewards to reward good behaviour and recognise noteworthy achievements (See Appendix 3). For every green behaviour logged on Trackit Lights, 1 Trackit is awarded unless the child is logged as a 'Super Star', which awards them 2 Trackits! When pupils reach a certain threshold of points, Trackit Lights automatically generates a certificate (See Appendix 1). House points are collated every half term and the winning house is rewarded with a dress-down day.

Nursery solely use Trackit Lights as a monitoring system to log unacceptable behaviour. Behaviour is therefore praised using a range of other rewards to recognise noteworthy achievements:

- praise (both public and private)
- Non-verbal communications (thumbs up, smiles)
- Stickers
- Handover to parent/carer

Every Friday after Celebration assembly, all pupils will be rewarded with 'free time' to praise them for their positive behaviour choices. During this time, pupils will recognise each other on their class 'Proud Cloud': an opportunity for pupils to publicly praise and thank another student for their kindness towards them during the week.

## **Break and Lunchtime behaviour**

If behaviour needs to be recognised or logged during breaktime or lunchtime, Trackit Lights will still be used. Staff will need access to an Ipad to login to the Trackit Lights website. Here they can type in any child's name and log the behaviour as required. If internet access is unavailable further away from the school building, then either names of positive behaviour to be logged can be passed onto the class teacher or (like negative behaviour) the behaviour must be logged via the website at a later date (time and date can be back dated).

## **Lunch Supervisor's and Behaviour Ambassador's Recognition**

Each day lunch supervisors as well as Year 4 and Year 5 Behaviour Ambassadors will nominate up to 10 children who have shown the Chestnuts Way throughout lunch break. These children will have this green behaviour logged and be awarded with a sash to wear with pride whilst in the lunch hall.

## **Behaviour Ambassadors**

Each class has appointed two behaviour ambassadors. Their role is to encourage and model positive behaviour in and out of the classroom, report to their class teacher of any observations or concerns raised by pupils and track their class behaviour target. This target is set directly from Trackit Lights based on their class's behaviour area to work on. Each week, if their class achieves their target, a sticker is awarded on their class chart. Once reviewed and signed off as achieved, the class can decide collectively on their reward. A new target is then set.

## **Sanctions**

Whole group/ class/ key stage or school sanctions are not used. Where behaviour does not meet our high standards, we have a clear structure for managing unacceptable pupil behaviour (see Appendix 2). These sanctions are designed to provide consistency and clarity (for children, staff and parents); however, we recognise that identified children (with specific needs) may be working on individualised behaviour plans which must be shared and taken into account. These are written by class teachers in conjunction with the SENDCo, Senior Leaders and parents where appropriate.

### **Key red Trackit Lights**

Staff have identified key unacceptable behaviours (see Appendix 2) that will be challenged immediately. If a pupil shows one of these behaviours in the morning or over lunchtime, they will lose their lunchtime and eat with SLT. During this time, a restorative conversation will take place to unpick the reasons behind the behaviour choices and discuss changes moving forward. If a pupil shows one of these behaviours in the afternoon, their Phase Leader will facilitate these restorative conversations and the pupil will remain in an alternative class for the remainder of the afternoon.

### **Additional red Trackit Lights**

A weekly report is run to analyse all red Trackit Lights logged. If an isolation, and therefore restorative conversation, has not already taken place, Phase Leaders will facilitate a restorative conversation with these identified pupils on a Friday. This approach ensures no behaviour goes unmissed and works towards understanding as well as changing the behaviour over time.

### **Homework**

In Key Stage 2, a homework detention will be carried out by Phase Leaders after every 3 occasions of incomplete homework. In Key Stage 1, incomplete homework each week will result in minutes being deducted from their Golden Time. These sanctions are in line with our homework policy.

## **Behaviour Review and Monitoring**

Behaviour logged will be analysed each half term by the Assistant Head and shared with the leadership team. Certificates and badges will be awarded for reaching a Trackit threshold (see Appendix 1).

Where a child is repeatedly having yellow or red behaviours logged, Senior leaders will review the patterns. Behaviour meetings will be held between class teacher, leadership team, parent and child when flagged up through data analysis. The purpose of the meeting is to identify the unacceptable behaviours and devise strategies to support the child in making better choices. If behaviour continues to be a concern, a RAG timetable will be issued and a review meeting arranged. Failure to make improvements will lead to further sanctions as agreed in the meeting. Improvements will lead to the child coming off their RAG timetable (see Appendix 2).



## **Alternative Provisions (in house)**

Whilst at Chestnuts we strive for our curriculum to be inclusive and accessible, we also recognise the need to offer an alternative provision to some learners. Our alternative educational provisions are for learners who are unable to access, or unsuited to, mainstream education for a variety of reasons. They aim to ensure the continued education of learners in a supportive and nurturing environment. We strive to reintegrate all learners back into mainstream education wherever possible. The behaviour of these learners follows the same steps as set out in the Relationships and Behaviour Policy; however, reasonable adjustments are made. There is a close working relationship between the provision staff and our SENDCo to ensure the correct targeted provision is in place.

## **Alternative Provisions (External)**

Some pupils may need further external support and access to therapies to help support them in mainstream. At Chestnuts we will approach the Milton Keynes Primary Inclusion Partnership for a supported dual placement at the Milton Keynes Primary PRU. During this placement, regular meetings and support will be offered to the pupil to enable reintegration into Chestnuts Primary to be successful.

## **Fixed Term Suspensions and Permanent Exclusions**

If a child seriously breaches the school's behaviour policy and if the pupil remaining in school would seriously harm the education or welfare of the pupil or others in the school, the Headteacher may take the decision to suspend for a fixed period. If this decision is taken, work will be set for the pupil to complete at home.

Following fixed-term suspension, the pupil and parents meet the Headteacher to discuss the pupil's reintegration to school. If appropriate, an individual Behaviour Plan will be drawn up for the pupil (Appendix 6). The pupil may also be referred to the school's Learning Mentor or advice sought from another outside agency.

For cases of continued serious, unacceptable misbehaviour, or a significant incident, consideration will be given to starting the process of permanent exclusion from the school. Further statutory guidance is available on the DfE website: exclusion guidelines.

## **Positive Handling**

Section 93 of the Education and Inspections Act 2001 enables school staff to "use force as is reasonable in the circumstances to prevent a pupil from doing, or continuing to, any of the following:

- a) committing an offence (or for a pupil under the age of criminal responsibility, what would be an offence for an older pupil)
- b) causing personal injury to, or damage to property of, any person (including the pupil him/herself) or
- c) prejudicing the maintenance of good order and discipline at the school or among any pupils receiving education at the school, whether during a teaching session or otherwise."

- Becoming out of control for a pupil can be a frightening experience. However, when a pupil is in danger of harming themselves, others or causing significant damage to property it may be necessary, as a last resort, to use positive handling techniques.

- In the vast majority of cases, with almost all of the children, this will not be necessary due to the range of effective de-escalation strategies used by the staff. If a pupil seeks physical

contact from a member of staff to regulate their emotions; for example, hand holding, sitting on a lap or a hug, this will be reciprocated by the member of staff; however, they will use their common sense to judge when this is appropriate and avoid doing so alone with the child. Positive Handling is only likely to be used on rare occasions or where it has been agreed with parents as part of an existing behaviour plan.

- The school has a number of staff trained in Team Teach (Positive Handling). The Headteacher maintains the list of those who have up-to-date training. These are the only members of staff who should be using positive handling techniques. In addition, the deployment of Team Teach techniques will always be subject to contextual consideration, the result of risk assessments and information on Behaviour Plans. The use of restrictive physical restraint is specifically used to prevent injury and in this sense the duty of care extends to the use of Team Teach techniques to ensure the safety of pupils and staff.

- When absolutely necessary for pupil safety, untrained staff may physically intervene until a member of staff trained in Team Teach arrives.

## **Assaults Against Staff**

At Chestnuts, we believe that all children as well as adults should feel and be safe. Staff are trained in a range of de-escalation techniques; however, when physical incidents occur, restorative conversations and comic strips are used to facilitate a change in behaviour.

Following a physical assault, staff are required to complete a Physical Assault record and place it in a wallet/under the door of the Headteacher's office. This will ensure that the leadership team provide appropriate emotional and physical support to staff. Support provided will be recorded by the leadership team on Trackit Lights in the action box.

If physical behaviour is seen, the following steps will be used to support the child and promote safety in school:

### **Step 1**

The Relationships and Behaviour Policy is followed. The leadership team monitors patterns and causes of physical assaults against staff.

### **Step 2**

Parents/carers and their child are required to attend a meeting with a member of the leadership team and the adult(s) physically assaulted. The meeting will be through a restorative approach to rebuild the relationship between the child and assaulted staff member(s). A home/school agreement (appendix 9) will be created and fortnightly meetings will be arranged as needed to review behaviour.

### **Step 3**

The leadership team will liaise with external agencies as required: Multi-Agency Safeguarding Hub (MASH), specialist teaching teams, MK PIP, SEN support, educational psychologists.

### **Step 4**

The child will be suspended from school for a fixed period of time at the Headteacher's discretion.

### **Step 5**

The child will be permanently excluded from school by the Headteacher.

## **Governing Body**

- The Governing Board will review the policy, and its effectiveness on an annual basis in the Autumn Term.
- The Headteacher will provide the Governing Board with a termly update of behaviour throughout the school.
- In the event of a suspension or exclusion (fixed-term or permanent) the Governing Board will be notified, in line with the DfE procedure. The Headteacher, when appropriate, will report to the Governing Board, on a termly basis, the number and type of suspensions and exclusions.

## **Appendix 1**

### **Trackits Rewards**

Each year group works towards a different coloured badge.

Reception = Bronze

Year 1 = Blue

Year 2 = Red

Year 3 = Yellow

Year 4 = Green

Year 5 = Gold

Year 6 = Platinum star

100 house points = Year coloured certificate

200 house points = Year coloured certificate

300 house points = Year coloured certificate

400 house points = Year coloured certificate

500 house points = Rainbow certificate and year group coloured badge

750 house points = Rainbow certificate and behaviour sticker

1000 house points = Rainbow certificate and Legendary medal

### **House rewards**

Half Termly 'dress down day' for the house with the most Trackits recorded each half term.

### **Individual Rewards**

Class Teacher and support staff to nominate 1 pupil per class each half term for displaying the 4 Chestnuts Ways consistently to be rewarded with a sweet treat.

School Council to nominate pupils and staff for individual recognition and invite them to claim their hot chocolate at lunchtime at the end of each half term.

## **Appendix 2**

### **Sanctions**

At Chestnuts, we aim to build meaningful relationships through holding restorative conversations with children to allow them to understand the effect their actions had with the aim of improving future behaviours.

<b>Red behaviour logged</b>	<b>Sanction</b>
<u>Key red Trackit Light</u> <ul style="list-style-type: none"> <li>• Respect for property (throwing, breaking, kicking, overturning)</li> </ul>	Removal from class by Leadership Access to quiet room if necessary Restorative conversation held Isolation to complete classwork Fixed term suspension may be issued by Headteacher Parents/carers informed and invoice raised to cover the cost of replacement Reflection on behaviour with Leadership
<u>Key red Trackit Lights</u> <ul style="list-style-type: none"> <li>• Leaving the room without permission</li> <li>• Swearing</li> <li>• Racist language</li> <li>• Homophobic language</li> <li>• Physical assault (child)</li> <li>• Physical assault (adult)</li> <li>• Spitting</li> <li>• Aggressive/threatening</li> <li>• 3 red incidents logged</li> </ul>	Removal from class by Leadership Access to quiet room if necessary Restorative conversation held Isolation for <del>1 day</del> to complete classwork Fixed term suspension may be issued by Headteacher Parent informed Reflection on behaviour with Leadership
<ul style="list-style-type: none"> <li>• Bullying</li> </ul> (identified through analysing persistent targeted behaviour Trackit Light logs)	Parent meeting Student behaviour agreement (appendix 13) Learning mentor referral Loss of privileges
<u>Additional red Trackit Lights</u> <ul style="list-style-type: none"> <li>• Persistent negative behaviour</li> <li>• Persistent refusal</li> <li>• Persistent targeted behaviour</li> <li>• Dangerous behaviour</li> <li>• Play fighting</li> <li>• E-safety</li> <li>• Moving around in an unsafe manner</li> <li>• Other</li> </ul>	Access to quiet room if necessary Restorative conversation held Parent informed Reflection on behaviour with Phase Leader on a Friday

## **RAG Timetables (Red, Amber, Green Reports cards)** (See appendix 9,10 & 11)

An agreed number of positive (green) sessions is expected. RAG timetables will be completed alongside the pupil, promoting self-reflection. Failure to meet this target will lead to restorative conversations with a senior leader, loss of privilege and removal from clubs and trips.

### **Appendix 3**

General Rewards:

- Praise (both public and private)
- Non-verbal communications (thumbs up, smiles)
- Stickers
- Marvellous Me message to parents and carers
- Certificates and badges (see appendix 1)
- A Trackit can be given for work and behaviours / attitudes
- Dress down day
- Hot chocolate for pupils and staff recognised by the School Council
- Sweet treat for pupils chosen by class teachers and support staff
- Lunchtime sash for pupils recognised by lunchtime supervisors
- All staff can issue house points for a wide range of things e.g. good manners, excellent homework, showing kindness, resilience, effort etc

## Appendix 4

### Behaviour Meeting Notes

Date:

Child's name:

Class teacher:

SLT support:

(Highlight if applicable)

PP LAC PLAC CSC CFP Behaviour plan

Meadow/Blossom

SEN \_\_\_\_\_ Other outside agency support \_\_\_\_\_

#### ✓ Discuss red incident logs and orange/yellow behaviour

Possible points for discussion:

- Motives
- Triggers
- Actions taken
- Parents informed
- Home life / changes
- Quality First Teaching
- Previous behaviour

Behaviour is communication:

- Seeking attention (praise the positive)
- Imitation
- Testing limits (clear, consistent rules)
- Lack of skills (pitch of work)
- Attempts at independence (2 choices given)
- Big emotions (ways to deal with feelings)
- Unmet needs (HALT: hungry, angry, lonely/bored, tired)

- Power and control ( 2 choices given)
- Learned misbehaviour (uphold the rules)
- Underlying mental health issues (refer to Karen Wilkes)
- Protecting themselves (problem solving skills)
- Self-worth (alter self-fulfilling prophecy)

Next steps:

- Restorative conversation
- Learning mentor
- RAG timetable
- Parent meeting
- Behaviour plan
- SENDCo
- Loss of privileges (e.g. representing sports, trips, school council, playground buddy etc)
- After school detentions

Overview and outcomes from discussion:

**Appendix 5****INDIVIDUAL BEHAVIOUR PLAN**

<b>NAME</b>		<b>CLASS</b>	
<b>DATE OF BIRTH</b>		<b>YEAR GROUP</b>	
<b>DATE PLAN STARTS</b>		<b>KEY ADULTS WORKING WITH THE PUPIL</b>	
<b>DATE OF NEXT REVIEW</b>			
<b><u>TARGETS</u></b> <i>(What we are working towards)</i>			
<b><u>PUPIL LIKES</u></b>		<b><u>PUPIL DISLIKES</u></b>	
<b><u>POSITIVES</u></b> <i>(What the pupil is good at)</i>		<b><u>TRIGGERS</u></b> <i>(Common situations which have led to problems in the past/behaviours which require action)</i>	
<b><u>EARLY WARNING SIGNS</u></b> <i>(How do we prevent an incident? What to look out for and how to respond)</i>			

**CHALLENGING BEHAVIOUR**

*(What does this look like?)*

**MODIFICATIONS TO THE ENVIRONMENT OR ROUTINES**

*(What we can do to prevent problems from arising)*

**STRATEGIES FOR POSITIVE BEHAVIOUR**

*(How do we maintain positive behaviour?)*

**PREFERRED DE-ESCALATION STRATEGIES**

*(How do we diffuse the situation? What tends to calm them down?)*

Humour

Negotiation

Diversion

Patience

Involve a new person

Calm talking

Firm clear directions

Distraction

Planned ignoring

Active listening

Validate their emotions

Reminder of consequences

Verbal advice and support

Visual advice and support

Reassurance

Limited choices

Withdrawal offered

Calm body language

Reminders of success

Providing personal space

**ARE THERE ANY STRATEGIES THAT DO NOT WORK?**

**AT WHAT STAGE SHOULD ANOTHER MEMBER OF STAFF BE INFORMED? WHO SHOULD THIS BE?**



**PREFERRED PHYSICAL TECHNIQUE**

*(To be used as a last resort, combination of the least intrusive and most effective)*

Friendly hold	Single elbow
Double elbow	Figure of four
Sitting on chairs	Small child escort
T Wrap	

**SUPPORT AFTER AN INCIDENT**

*How do we help the pupil reflect and learn from the incident?  
Is there anything staff can learn about working with this pupil?*

**MAINTAIN EFFECTIVE COMMUNICATION**

*(How do we ensure positive communication between home and school?)*

**AGREEMENT**

Parent/Carer Name	Staff Name
Parent Signature	Staff Signature
Date:	Date:

Level of risk presented

**1      2      3      4      5      6      7      8      9      10**

**Appendix 6**

**RAG TIMETABLE - IN CLASS (print on purple card)**

*Review fortnightly*

<b>Name:</b> <b>Start date:</b> <b>Review Date:</b>
---

Aim (25 max): T1:  T2:  T3:  Week:

Targets:

1.
2.
3.

	Monday	Tuesday	Wednesday	Thursday	Friday
1					
2					
3					
4					
5					

No. Achieved:  Target 1 met?  Target 2 met?  Target 3 met?

*OUTCOME OF RAG TIMETABLE: highlight as appropriate*

\*Come off RAG timetable \* Stay on RAG Timetable \* Removal from Play/ Lunchtimes

\* Removal from extra-curricular activity \* After School Detention \* Internal Isolation

Signed \_\_\_\_\_  
*Teacher* *Parent* *Child*

**Appendix 7**

**RAG TIMETABLE - PLAYTIME & LUNCHTIME (print on blue card)**

*Review fortnightly*

**Name:**

**Start date:**

Aim (10 max):

T1:

T2:

Week:

Targets:

1.
2.

	Monday	Tuesday	Wednesday	Thursday	Friday
Break					
Lunch					

No. Achieved:

Target 1 met?

Target 2 met?

*OUTCOME OF RAG TIMETABLE: highlight as appropriate*

\*Come off RAG timetable \* Stay on RAG Timetable \* Removal from Play/ Lunchtimes

\* Removal from extra-curricular activity \* After School Detention \* Internal Isolation

Signed

\_\_\_\_\_  
*Teacher*

\_\_\_\_\_  
*Parent*

\_\_\_\_\_  
*Child*

**Appendix 8**

**RAG TIMETABLE - IN CLASS / BREAK&LUNCH (print on yellow card)**

*Review fortnightly*

**Name:** \_\_\_\_\_ **Start date:** \_\_\_\_\_ **Review date:** \_\_\_\_\_

Aim:  **out of 25 in class sessions** Targets met?  Week:

Targets:

1.
2.
3.

Lesson	Monday	Tuesday	Wednesday	Thursday	Friday
1					
2					
3					
4					
5					

Aim:  **out of 10 break/lunch sessions** Targets met?

	Monday	Tuesday	Wednesday	Thursday	Friday
Break					
Lunch					

*OUTCOME OF RAG TIMETABLE: highlight as appropriate*

\*Come off RAG timetable \* Stay on RAG Timetable \* Removal from Play/ Lunchtimes

\* Removal from extra-curricular activity \* After School Detention \* Internal Isolation

Signed \_\_\_\_\_  
*Teacher* *Parent* *Child*

## Appendix 9

### Home/School Agreement (example)

(Name of child) will begin this agreement on (date) to help in assuring his/her success. This agreement will be used to assist in determining his/her future at Chestnuts Primary School.

#### **Goals for Student (examples):**

1. I will follow all school rules and behaviour expectations at Chestnuts Primary School
2. I will not call children names
3. I will not make unpleasant comments to children
4. I will not tease children

#### **Rewards if Goals are met (examples):**

1. I will be logged as green on Trackit Lights
2. I will receive a reward to be agreed upon if I get a green grade for each session for a week

#### **Consequences if Goals are not met (examples):**

1. I will be placed in isolation for 1 day
2. I will be suspended from School for \_\_\_ days
3. I will be permanently excluded

#### **Support that will be provided to assist in meeting the Goals (examples):**

1. I will have weekly meetings with the learning mentor which I will engage with
2. I will speak daily to my class teacher to reflect on my behaviour choices

Special note: The rewards and consequences mentioned above are null and void if (name of child) commits an act that would require Fixed Term Suspension or Permanent Exclusion. This will be determined by the Headteacher.

By signing this contract all parties agree to the stipulations above and will follow accordingly. The following contract will be reviewed by the student, parent, class teacher and headteacher on

\_\_\_\_\_

\_\_\_\_\_  
(Signed by student)

\_\_\_\_\_  
(Signed by parent)

\_\_\_\_\_  
(Signed by Class teacher)

\_\_\_\_\_  
(Signed by Headteacher)

Appendix 10

Assault Against Staff

Staff Name		Pupil Name	
Date		Time	
Area			

Assault Against Staff

Staff Name		Pupil Name	
Date		Time	
Area			

Assault Against Staff

Staff Name		Pupil Name	
Date		Time	
Area			